Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pick three activities to complete by choosing a horizontal, vertical, or diagonal line (L-R only) on this tic-tac-toe board.

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| Draw a plan of your school, showing upstairs & downstairs classes and the fields with teachers and students. Using the verbs descendre, perdre, prendre, répondre, vendre, entendre, et mettre, label what people are doing in the building using 15 sentences with different subjects. | Write a story about a student who is taking a train trip to New York to see the Macy’s Thanks-giving Day parade. You must tell about the train station, the restaurant, the ticket booth & ticket purchased, the conductor, the activities on the train to NY and back using 20 underlined vocab words. While there, s/he must go shopping and try on clothes & shoes (15 vocab. words from chapitre 7.) | Read the story from “Le Petit Nicolas” in a group of 2 to 4 students. En français, décrive Nicolas et sa famille qui soit un peu bizarre! In English, explain what the story is about and why Nicolas and his parents behave the way that they do about his trip to summer camp. Lastly, look online for pictures of Le Petit Nicolas by l’auteur René Gosciny, and put it together with your essay. |
| Create a puppet show about activities at a bustling train station, such as La Gare du Nord. Show a clothing and shoe shop using 15 vocab. words from chapter 7. Show the restaurant at the train station, the ticket booth and line, the screen for departures, and people waiting for trains, arriving late, stamping their tickets, talking to the conductor, and someone missing a train. Use 15 vocab words. | Read the story in the book about the trip from Mali to Senegal. Then using these websites, create a poster /presentation describing the former trip from Bamako to Dakar, using pictures and short paragraphs in French including train stations, the train, the ticket & prices, etc.  <http://www.seat61.com/Senegal.htm#.UJOOB2k-tup> -----  <http://www.au-senegal.com/le-chemin-de-fer,345.html?lang=fr> -----  [http://www.lemonde.fr/voyage/article /2006/10/01/](http://www.lemonde.fr/voyage/article%20/2006/10/01/)balade-sous-le-soleil-exactement\_1338387\_3546.html | Create a crossword puzzle (mots croisés) that uses sentences where students must fill in the blanks with correct forms of the verbs: descendre, perdre, prendre, répondre, vendre, entendre, mettre, voir, croire, vouloir, devoir, partir, sortir, servir, dormir, et finir. Minimum 2 sentences per verb using all 9 subject pronouns. |
| Read about the SNCF in France, then create an itinerary on a poster using their website to plan a trip to Avignon, Lyon, or Bruxelles. Here is the last link, which can take you to the others:  http://www.tgv.com/fr/tgv-et-vous/bruxelles-province | Create and run a vocabulary game sucv as “Dix Points” You will make up the questions on cards, using the verbs descendre, perdre, prendre, répondre, vendre, entendre, mettre, voir, croire, vouloir, devoir, partir, sortir, servir, dormir, et finir. You will then explain and run the game in class, providing materials. (ONLY 1 team of 2/ game) http://french.about.com/od/teachingresources/a/dixpoints.htm | Create a poster or presentation showing the development of trains and different aspects of train travel as it has changed – including the TGV en France aujourd’hui. You must use a minimum of 30 vocabulary words, 40 if you include ch. 7 vocabulary. |